



Moorside High School

Enriching Lives, Inspiring Ambitions

Accessibility Plan

Approved by:

Date: [Date]

Last reviewed on:

31 January 2020

Next review due by:

31 August 2021

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school

- Recognises and values parent's knowledge of their child's disability and its effect on his/her ability
- Respects the parent's and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning style by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum

This plan will contribute to the review of the school development plan and to related school policies.

Provision

This section outlines the main provisions that Moorside High School has made and is planning to make, to achieve the key objectives and delivery of the Curriculum:

- Staff to receive training (CPD via external presentation both generic and subject specific; in house training and SEN Link Cohort Meetings) in making the curriculum accessible to all pupils and staff are aware of its importance.
- The school will continue to seek and follow advice of local authority services and of appropriate health professionals from the local NHS Trusts

Physical Environment

The building was completed as a BSFF School and opened in September 2013. The site is DDA compliant improving access for the whole community, including disabled students and parents. Moorside High School was built to new design and space standards improving the quality of the school environment.

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and making further improvements, such as lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Accessibility Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

	Targets	Strategies	Outcome	Timeframe
Curriculum Access	Ensure accessibility of access to ICT and IT equipment.	<p>Review accessibility of ICT</p> <p>A bank of laptops/notebooks and iPads to be purchased for VI pupils and SEN eligible pupils. Encourage subject areas to use laptops to support pupils when required.</p>	ICT available in all areas for all learners	Purchases Complete Ongoing maintenance and equipment updated as required
	Create effective learning environments for all pupils utilising feedback from pupil voice.	<ul style="list-style-type: none"> Conduct a pupil voice survey collate info Ongoing programme of staff CPD in disability/SEN awareness to reflect diverse needs of pupils. Focus SEMH: ADHD/ASC/ODD Share 'reasonable adjustment' information and ensure all teaching areas meet pupil need Seek issues and feedback from SEN Cluster Group. Staff to share good practice of differentiation 	<p>All pupils able to access the curriculum with support where required on an individual basis.</p> <p>Teaching staff to deliver effective differentiation to reflect diverse needs of pupils and reasonable adjustment</p>	<p>Pupil voice to completed summer term</p> <p>CPD sessions throughout school year</p>
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<ul style="list-style-type: none"> Undertake curriculum review to ensure it meets the needs of all pupils Use of overlays, different coloured paper and specific exercise books Staff advised to use cream background when using smart Data tracking for all pupils 	<p>Curriculum is suitable for all pupils</p> <p>Suitable provision is in place for all pupils to access the curriculum in relation to their specific need</p>	<p>September 2020</p> <p>Complete and ongoing as per changes in advised practice and specific needs of pupils</p>
Wider school community access	The SEN information report, local offer and other key documents to be available for families and young people who do not have access to the internet.	<p>All letters home are hard copies - emails and texts will be sent to parents / carers if that is their selected and preferred method of communication.</p> <p>To make parent evening booking system easier for pupils without access to the internet</p>	<p>Hard copies of key documents, website information and school policies are available from the school reception on request</p> <p>Request parent/carers confirmation of preferred method of booking</p>	<p>Complete</p> <p>Office staff / HOY make bookings on behalf of parents / Carers</p>

	Availability of all documents in alternative formats	<ul style="list-style-type: none"> • Large print and audio formats as required. • Monitor uptake of alternative format. • Review accessibility of letters for parents • Access to translators, sign language interpreters to be offered where possible. Advice to be sought from HI and EMTAS 	<p>All documents available in varied formats to meet individual needs.</p> <p>Meetings conducted with translator, sign language interpreters when required</p>	Ongoing
Access to Wider Curriculum	Promote extra curricular activities and increase participation for all pupils	<p>Audit participation in extra curricular activities and identify any barriers</p> <p>Training to be identified of risk assessments for trips and extra curricular activities.</p>	Ensure extra curricular activities are accessible to all pupils	Autumn term 2016
Physical Access	Moorside High School is a BSFF new build. The building and its external approaches conform to the requirements of the Equality Act 2010	Moorside High School both internal and external is accessible for disabled and wheelchair users.	<ul style="list-style-type: none"> • The building is equipped with a lift accessible on all floors. • Ramp in central area of school to allow full access. • Discrete disabled toilets on all floors and each zone • Moorside Learning Centre has a Specialist Hygiene Room with a fixed hoist and space for pupils to be changed or assisted. There are two changing beds, an accessible shower, accessible toilet and a sluice toilet. In addition the room has two privacy screens. • Moorside Learning Centre has an adjacent accessible toilet (9 m2) 	Complete

			<ul style="list-style-type: none"> • Procedures in place for responding to disabled alarm in toilet • The PE corridor has two discrete changing rooms with wheelchair access. Both have toilets and shower access. • All pupils, parents/carers and visitors have access to discrete toilets on each floor. • All light switches at wheelchair height • Classrooms equipped with adjustable desk for wheelchair use • External pathways accessible for wheelchair access • Drop off and collection point for wheelchair users. • Disabled parking access to front and rear of school for parents/carers and visitors. • Drop off facility for pupils, parents/carers and visitors at the front of school. 	
Emergency Access	All pupils and adults to be able to evacuate the building safely in an emergency.	Fire evacuation plan to be reviewed and updated for new building.	Emergency evacuation procedure reviewed annually. Emergency evacuation practice every term	Completed and ongoing

	<p>Disabled pupils and adults to be able to evacuate the building safely in a fire emergency.</p>	<p>1. Emergency evacuation plan to be reviewed with all pupils and adults annually. Risk assessments and medical plans to be put in place for pupils with a temporary medical/physical condition.</p> <p>2. E-vac chair available on 2nd floor of A block.</p> <p>3. Emergency assistance call button and refuge space at the top of the landings on each staircase</p> <p>4. Fire Marshall Training</p>	<p>Review Termly and with all new admissions</p> <p>Disabled staff and students involved with the planning and familiarised with PEEP — Personal Emergency Evacuation Plan where appropriate</p> <p>2. A second Evac Chair to be purchased for 2nd floor of block.</p> <p>3. Fire evacuation plan to be trialled with use of Evac chair</p> <p>4. Staff to be trained in Fire evacuation procedures</p>	<p>Emergency evacuation procedure reviewed annually. PEEP's in place as appropriate.</p> <p>Emergency evacuation practice every term.</p> <p>Look at different form of evac device</p> <p>Complete</p> <p>Summer Term 2020</p>
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Provision of information in other formats

The school is aware of local services, including those provided through the local authority, for providing information in alternative formats when required or requested.

The plan is also available on the school website or on request to the Head teacher's PA or SENCo, in the following formats: - e-mail, enlarged print version, other formats can be provided by request and arrangement.

Legislation

Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Compliance

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). Accessible Schools: Planning to increase access to schools for disabled pupils", DFES - July 2002. The Equality Act 2010

Moorside High School SEND Policy

